



## **State Department of Education's Response to Negotiated Rulemaking on IDAHO CONTENT STANDARDS – ENGLISH LANGUAGE ARTS**

**Docket No. 08-0203-1601**

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Administrative rules have the force and effect of law and as such, are subject to a comprehensive process that includes review and approval by the Idaho Legislature in order to become final and enforceable. The first step in this process is negotiated rulemaking; negotiated rulemaking is a process used by U.S. state agencies in which representatives from the agency and stakeholders negotiate the terms of a proposed administrative rule. Once the negotiated rulemaking period closes on a proposed rule and any needed adjustments are made, the rule goes before the Idaho State Board of Education for approval. Once approved, the rule is open for public comment a second time. Then the rule will go before the board of education to be approved as a pending rule and then sent on to the Idaho Legislature for final approval.

During the 2015 Idaho Legislative Session, House bill 314 (H 314) passed, mandating a review of the Idaho Math and ELA/Literacy standards. The bill states that, “The state department of education shall begin to review the Idaho's standards for learning of math and English language arts (ELA) in 2015. Idaho's content standards of learning are intended to reinforce our commitment to maintaining a college and career ready standard.” While stakeholders had an opportunity to provide feedback during the initial adoption process in 2010-2011, the 2015 review period provided parents, students, teachers, higher education, and the public at large the opportunity to review the standards based on their experience with implementation of the standards over the last several year. Only comments tied to a specific standard were considered during this review period.

All stakeholders in Idaho were given the opportunity to voice their approval, or disapproval, of all standards and provide actionable comments from *August 12, 2015 to December 15, 2015* via an online platform. Many avenues were utilized to elicit the maximum number of reviews statewide including radio and TV ads reaching across Idaho. Once the challenge ended, all comments provided about specific standards were evaluated by a team of Idaho educators and stakeholders. This team was composed of stakeholders including K-12 teachers, administrators, higher education institutions, the PTA, parents, and business and industry. The committee was selected from applications that were available statewide on the Idaho Challenge home page by a team of stakeholders and SDE personnel. The criteria for selection of members, was based on expertise, grade span experience, and regional and stakeholder representation.

The final review team met on December 16th and 17th of 2015; twenty-three (23) individuals reviewed submitted comments for English Language Arts /Literacy. Approximately 172 substantive comments were received from community stakeholders for English Language Arts/Literacy, the majority of which were focused on instruction and curriculum at the local level and not the state standards. The review team made twenty-one (21) recommendations based on the 172 comments. For additional information on the 2015 review, including review committee comments/feedback on all 172 substantive comments, please visit <http://www.sde.idaho.gov/topics/idaho-challenge/> . These revisions will now be taken to the Idaho State Board of Education for approval before moving to the Idaho Legislature for final approval.

During the month of April 2016, public comment meetings were set up across the state to gather further recommendations on the Idaho Content Standards for English Language Arts/Literacy; please see <http://www.sde.idaho.gov/topics/content-standards/> for further details and received comments. There were less than five comments on the standards statewide and they centered around general complaints about how the standards were adopted, the role of informational text in the standards or were off topic complaints about errors in textbooks.